

**THE INFLUENCE OF USING HOT SEAT GAME TOWARDS
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF
EIGHTH GRADE
OF SMPN 20 BANDAR LAMPUNG IN THE ACADEMIC YEAR
OF 2018/2019**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

By:

**REKA ANGGRAINI
NPM. 1411040142**

Study Program : English Education

**Advisor : Bambang Irfani, M.Pd
Co-Advisor : Dian Reftyawati, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG**

2018
THE INFLUENCE OF USING HOT SEAT GAME TOWARDS
STUDENTS'SPEAKING ABILITY AT THE FIRST SEMESTER OF
EIGHTHGRADE
OFSMPN20 BANDAR LAMPUNG IN THE ACADEMIC YEAR
OF 2018/2019



Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG

2018



ABSTRACT
THE INFLUENCE OF USING HOT SEAT GAME TOWARDS
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF
EIGHTH GRADE OF SMPN 20 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2018/2019

By

REKA ANGGRAINI

English is a compulsory subject that should be learned by the students of junior high school. But in fact, there are many students got difficulties, especially in learning speaking. The researcher applied hot seat game to help the students' problem in speaking. The objective of this research was to find out whether or not there was a significant influence hot seat game on students' speaking ability.

This research used quasi-experimental design. Population of this research was 150 students at eighth grade of SMPN 20 Bandar Lampung. The researcher used cluster random sampling technique to choose the sample. The sample of this research was 60 students in which divided into two classes and consisted of 30 students of each class. There was experimental and control class. The students were taught by using hot seat game in experimental class and dialogue memorization in control class. The research used instrument to collect the data in form oral test. Before giving the treatment, the researcher gave pre-test for both classes. After giving treatment, the researcher gave post-test to students. The researcher analyzed the data by using SPSS to compute independent sample t-test.

Based on the analysis, it was found the result of this research of $Sig.(P_{value}) = 0.023 < 0.05$. It means that H_a is accepted and H_o is rejected. It can be concluded that there is a significant influence of using hot seat game towards students' speaking ability at the first semester of eighth grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019.

Keywords: hot seat game, speaking ability, quasi-experimental design



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin, Sukarampe, Bandar Lampung 35131 Telp. (0721) 783260

APPROVAL

Title : **THE INFLUENCE OF USING HOT SEAT GAME
TOWARDS STUDENTS' SPEAKING ABILITY AT
THE FIRST SEMESTER OF EIGHTH GRADE OF
SMPN 20 BANDAR LAMPUNG IN ACADEMIC
YEAR OF 2018/2019.**

Student's Name : **REKA ANGGRAINI**

Student's Number : **1411040142**

Study Program : **English Education**

Faculty : **Tarbiyah and Teacher Training**


APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University,
Raden Intan Lampung

Advisor,

Co-Advisor,


Bambang Irfani, M.Pd.
NIP. 197305172006041001


Dian Reftawati, M.Pd.
NIP.

**The Chairperson of
English Education Study Program**


Meisuri, M.Pd.
NIP. 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin, Sukarama, Bandar Lampung 35131 Telp. (0721) 783260

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING HOT SEAT GAME TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMPN 20 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2018/2019**, By: **REKA ANGGRAINI, NPM: 1411040142**, Study Program: **English Education**, was tested and defended in the examination held on: **Wednesday, December 19th 2018**.

Board of Examiners:

Chairperson : Dr. Melinda Roza, M. Pd

The Secretary : M Sayid Wijaya, M.Pd

Primary Examiner : Fithrah Auliya Ansar, M. Hum

Secondary Examiner : Bambang Irfani, M.Pd.

Advisor : Dian Reftyawati, M. Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Chairul Anwar, M.Pd.
NIP. 195608101987031001

MOTTO

﴿قَوْلِي يَفْقَهُوا﴾ لِّسَانِي مِّنْ عُقْدَةٍ وَأَحْلِلْ

“And loose the knot from my tongue. (that) They may understand my word.”
(QS. At-Thahaa: 27-28)¹



¹Abdullah Yusuf Ali Translation, *The Meaning of Holy Quran* (Maryland: Amana Publication, 2001), p. 184

ACKNOWLEDGEMENT

First of all, praise to Allah, the almighty God, the Most Merciful, the Most Beneficent for His mercy and blessing to me during study in completing this graduation paper successfully. Then, the peace and salutation always be given to our prophet Muhammad SAW who has guide us from the darkness to the brightness. This thesis entitled “The Influence of Using Hot Seat Game towards Students’ Speaking Ability at the First Semester of Eighth Grade of SMPN 20 Bandar Lampung in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty of State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, aid, support, suggestion and many valuable things of countless people. Therefore, the researcher would like to express the sincerely of gratitude to:

1. Prof. Dr. H. Chairul Anwar, M. Pd, the dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung with all staffs, who has given opportunity and forbearance when the researcher on going the study until the accomplishment of this thesis.
2. Meisuri, M. Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Bambang Irfani, M. Pd, the first advisor who has always patiently guided and helped the researcher to finish this thesis as well.

4. Dian Reftya Wati, M. Pd, second advisor who has guided a lot until the researcher finished this thesis well.
5. All lecturers of English Study Program of UIN Raden Intan Lampung who have shared and taught the researcher since the first of her study.
6. The headmaster, the teachers, and all students of eight grade of SMPN 20 Bandar Lampung for allowing to conducting the research and giving contribution while the researcher was conducting the researcher there.
7. The researcher's beloved friends, who supported and helped me.
8. All friends of the English Study Program of UIN Raden Intan Lampung, especially in class C.

Finally, the researcher is fully aware that nobody is perfect as this thesis that there are still a lot of weakness. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that this thesis is useful for research particulary and readers generally, especially for those who in English Teaching Profession.

Bandar Lampung, September 2018
The Researcher

Reka Anggraini
NPM. 1411040142

CURRICULUM VITAE

The name of the researcher is Reka Anggraini. She was born on October 8th, 1996. She is one and only child of Mr. Sukri and Mrs. Sumarni. She lives in Kotabumi, North Lampung.

She began her study at TK YP PG Bungamayang in 2000. Then, she continued at SD YP PG Bungamayang in 2002 and graduated in 2008. After that, she continued at SMP YP PG Bungamayang in 2008. After graduated at Junior High School in 2011, she continued her study at SMAN 2 Kotabumi in 2011. She graduated from Senior High School in 2014. After graduate at Senior High School, she continued her study at the UIN Raden Intan Lampung in 2014 as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

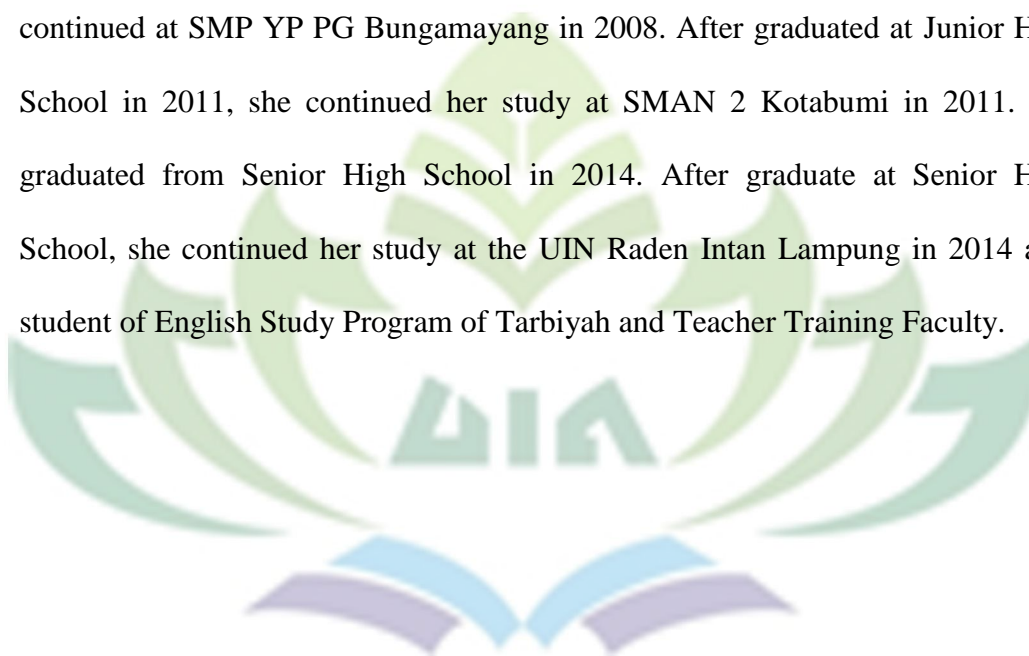


TABLE OF CONTENTS

| | |
|---------------------------------|-------------|
| COVER | Page |
| ABSTRACT..... | ii |
| APPROVAL..... | iii |
| ADMISSION..... | iv |
| DECLARATION..... | v |
| MOTTO..... | vi |
| DEDICATION..... | vii |
| CURRICULUM VITAE..... | viii |
| ACKNOWLEDGE | ix |
| TABLE OF CONTENTS..... | xii |
| LIST OF TABLES | xv |
| LIST OF FIGURES..... | xvi |
| LIST OF APPENDICES | xvii |

CHAPTER I INTRODUCTION

| | |
|--|---|
| A. Background of the Problem | 1 |
| B. Identification of the Problem | 8 |
| C. Limitation of the Problem | 8 |
| D. Formulation of the Problem | 8 |
| E. Objective of the Research | 8 |
| F. Use of the Research..... | 9 |
| G. Scope of the Research | 9 |

CHAPTER II REVIEW OF RELATED LITERATURE

| | |
|--|----|
| A. Frame of Theory..... | 10 |
| 1. English as a Foreign Language | 10 |
| 2. Concept of Speaking | 11 |

| | |
|--|----|
| a. Elements of Speaking..... | 12 |
| b. Function of Speaking | 14 |
| 3. Concept of Speaking Ability | 15 |
| 4. Concept of Teaching Speaking | 16 |
| 5. Concept of Game..... | 19 |
| 6. Concept of Hot Seat Game..... | 21 |
| a. Definition of Hot Seat Game | 21 |
| b. Procedure of Teaching by Using Hot Seat Game | 23 |
| c. Advantages of Using Hot Seat Game | 26 |
| d. Disadvantages of Hot Seat Game..... | 26 |
| 7. Concept of Dialogue Memorization..... | 27 |
| a. Definition of Dialogue Memorization | 27 |
| b. Procedure of Teaching by Using Dialogue Memorization..... | 28 |
| c. Advantages of Using Dialogue Memorization | 29 |
| d. Disadvantages of Using Dialogue Memorization..... | 29 |
| B. Frame of Thinking..... | 30 |
| C. Hypothesis..... | 32 |

CHAPTER III RESEARCH METHODOLOGY

| | |
|---|----|
| A. Research Design..... | 33 |
| B. Variable of the Research | 34 |
| C. Operational Definition of Variable | 34 |
| D. Population, Sample, and Sampling Technique | 35 |
| 1. Population | 35 |
| 2. Sample..... | 35 |
| 3. Sampling Technique..... | 36 |
| E. Data Collecting Technique..... | 37 |
| F. Research Instrument..... | 37 |
| G. Scoring Procedure | 38 |

| | |
|--|-----------|
| H. Research Procedure | 41 |
| I. Validity And Reliability of Test..... | 43 |
| 1. Validity..... | 43 |
| a. Content Validity | 44 |
| b. Construct Validity | 44 |
| 2. Reliability | 45 |
| J. Data Analysis | 46 |
| 1. Fulfillment of the Assumption | 46 |
| a. Normality Test | 46 |
| b. Homogeneity Test | 47 |
| 2. Hypothetical Test | 47 |
| CHAPTER IV RESULT AND DISCUSSION | |
| A. Result of research..... | 48 |
| 1. Result of Pre-Test..... | 48 |
| 2. Result of Post-Test..... | 49 |
| B. Data Analysis | 51 |
| 1. Fulfillment of Assumption..... | 51 |
| a. The Result of Normality Test..... | 51 |
| b. The Result of Homogeneity Test..... | 52 |
| c. The Result of Hypothetical Test..... | 53 |
| C. Discussion..... | 55 |
| CHAPTER V CONCLUSION AND SUGGESTION | |
| A. Conclusion..... | 56 |
| B. Suggestion | 56 |
| REFERENCES..... | 59 |
| APPENDICES | 60 |

LIST OF APPENDICES

| | |
|--|-----|
| 1. Appendix 1A Interview Guideline | 63 |
| 2. Appendix 1B Interview Script with English Teacher | 64 |
| 3. Appendix 1C Result of Interview with English Teacher | 68 |
| 4. Appendix 2 Result of Interview with Students | 70 |
| 5. Appendix 3 Syllabus | 73 |
| 6. Appendix 4 RPP for Experimental Class | 77 |
| 7. Appendix 5 RPP for Control Class | 100 |
| 8. Appendix 6 Students' Speaking Score | 122 |
| 9. Appendix 7 Instrument Penilaian..... | 123 |
| 10. Appendix 8 Pre-test Instrument..... | 126 |
| 11. Appendix 9 Post-test Instrument..... | 128 |
| 12. Appendix 10 Expert Validation..... | 130 |
| 13. Appendix 11 List sample of the research..... | 131 |
| 14. Appendix 12 Pre-test and Post-Test Score in Experimental and control class..... | 132 |
| 15. Appendix 13 The Result of Pre-Test of Experimental Class..... | 133 |
| 16. Appendix 14 The Result of Post-Test of Experimental Class..... | 134 |
| 17. Appendix 15 The Result of Pre-Test of Control Class..... | 135 |
| 18. Appendix 16 The Result of Post-Test of Control Class..... | 136 |
| 19. Appendix 17 The Result of Reliability Test..... | 138 |
| 20. Appendix 18 The Result of Normality Test..... | 139 |
| 21. Appendix 19 The Result of Homogeneity Test..... | 140 |
| 22. Appendix 20 The Result of Hypothetical Test..... | 141 |
| 23. Appendix 21 Students' Transcription..... | 142 |
| 24. Appendix 22 Students' Picture in the Research..... | 144 |

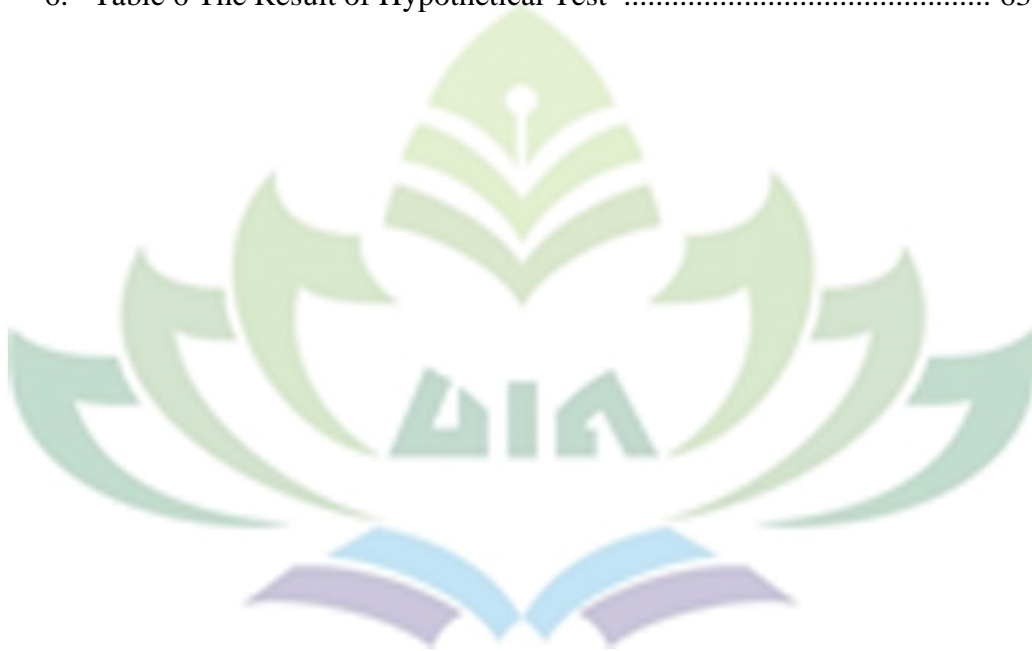
LIST OF FIGURES

| Figure | Page |
|---|------|
| Figure 1 Graphs of the Result of the Pre-Test in Experimental Class..... | 57 |
| Figure 2 Graph of the Result of the Post-Test in Experimental Class..... | 58 |
| Figure 3 Graph of the Result of the Pre-Test in Control Class..... | 59 |
| Figure 4 Graph of the Result of the Post-Test in Control Class..... | 59 |



LIST OF TABLES

| | |
|--|----|
| 1. Table 1 English Speaking Score at Eighth Grade..... | 4 |
| 2. Table 2 Sample of the Research..... | 36 |
| 3. Table 3 Rating Sheet Score..... | 39 |
| 4. Table 4 Normality Test..... | 61 |
| 5. Table 5 The Result of Homogeneity Test..... | 62 |
| 6. Table 6 The Result of Hypothetical Test | 63 |



CHAPTER I INTRODUCTION

A. Background of the Problem

As a social human, people will surely communicate with others. One of the ways people communicate with others is using language. People use language as an instrument of communication in their daily life. By a language, people can express a message of the speaker's idea to listener. Without language people cannot deliver their feelings, opinion, and thought to each other. It is difficult to do all activities without language.

In globalization era, communication becomes more important. People want to get as much information as possible. There are so many languages in the world and different too. So people should be able to understand some languages, especially English. Because English is an international language. As an international language, so many people use English to communicate with others. In addition, English is widely used in some fields such as education, economics, politics and trade. By mastering English, people will not be left behind with people in this era. That is why so important to learn English.

In Indonesia, English as a second language so all of students will learn about English in their school from elementary school, even kindergarten. In their school, English becomes one of subjects that will be examined. Therefore, at present most people around the world in all ages learning to speak English with several reasons, someone

learn it because they have to pass their examination and go abroad, while the others learn it to proficiency. Whatever their reasons to learning English, it still the same to be able speak English solely.

In learning English, there are four skills that have to be mastered, namely listening, speaking, reading, and writing. Listening and reading are called receptive skill where as speaking and writing are called productive skill. In spite of writing, speaking is done at the real time one producing without editing, and revising.¹ It means that, speaking is an activity to transferring information in our mind to others by reflection, so we can not to edit and revise something that have been said. In learning language, especially English, students not only learn about language itself, but also learn about how to use it whether it is in spoken.

According to Cameron, “Speaking is the active use of language to express meaning so that other people can make sense of them. Through speaking, they can express their ideas and communicate with other.”² It means that speaking is a part of language that can be used to show the people’ ideas. When they are speaking, people should be learn to organize their ideas in order to their ideas can be accepted well to others people, exactly in spoken from.

¹Ganesh B. Mundhe, *Teaching Receptive And Productive Language Skills With The Help Of Techniques*, Pune Research Journal, Vol 1, Issue2, available on: www.puneresearch.com

²Lynne Cameron, *Teaching Language to Young Learners*, (London: Cambridge University, 2001), p.40

According to (Permendiknas) Number 23 Year 2006, the aim of speaking in the curriculum of junior high school is to make students able to express meanings in transactional and interpersonal languages in the daily life context.³ It means that in teaching speaking in the junior high schools' students are expected to be able to express meaning of short functional text, monologues, and dialogues in many kinds of text such as recounts, descriptive, and narrative either formally and informally. Based on the goals that have been determined, the students are expected to achieve them. However, there is a gap between the goals and the fact which happens in the classroom. The fact can be shown through observation and the interview.

In preliminary research at SMPN 20 Bandar Lampung, the researcher asked to Mrs. Yenti, S. Pd. as the English teacher about the ability of students especially in speaking. The teacher said that students' ability in speaking of the eight grade was still low. The teacher used dialogue memorization when teaching-learning process in speaking class.

When using dialogue memorization in the class, activity of students' in the speaking only by reading the dialogue given by the teacher. After that, the students wrote the meaning of the dialogue. Then, the students should memorized and performed it in front of the class with their partner. But most of the students can not memorize it well. The students' who have the problems always bring their book as a references.

³Badan Standar Nasional Pendidikan (BSNP), *Standar Kompetensi dan Kompetensi Dasar SMP/MTS*, (Jakarta: Depdikbud, 2006), p. 3

The students only focused on it, so they felt difficult to express their ability in speaking. In addition, when the teacher explained the material, most of the students did not pay attention. It resulted the students passive in teaching and learning process, especially in speaking.

In doing preliminary research, the researcher got the data of the students' score of the eighth grade of SMPN 20 Bandar Lampung. It can be seen from table of students' score given by the teacher below :

Table 1
The Students' Speaking Score of the Eighth Grade of SMPN 20 Bandar Lampung in 2018/2019 Academic Year

| No | Score | Class | | | | | Total | Percentage |
|-------|-------|-------|-------|-------|-------|-------|-------|------------|
| | | VIIIA | VIIIB | VIIIC | VIIID | VIIIE | | |
| 1 | 73 | 14 | 8 | 12 | 9 | 11 | 54 | 36% |
| 2 | < 73 | 16 | 22 | 18 | 21 | 19 | 96 | 64% |
| Total | | 30 | 30 | 30 | 30 | 30 | 150 | 100 % |

Source :Document of English Speaking Score of the Eighth Grade of SMPN 20 Bandar Lampung in 2017/2018 Academic Year⁴

From the table above, 96 students who get score < 73, and 54 students get the score 75. It is obvious that more than half of all of students need to increase their speaking ability because in this school, the criteris score of minimum mastery (KKM) is 73.

In reality the ability of the eighth grade students in SMPN 20 Bandar Lampung in speaking material does not enough with the standard of curriculum. Based on the observation that the researcher was done, score of the students in speaking ability still

⁴*Document of English Speaking Score of the Seventh Grade of SMPN 20 Bandar Lampung in 2017/2018 Academic Year*

low. Lack of students' speaking ability is the problem. Their vocabulary, pronunciation, grammar are low which make them unable to speak in front of the class.

From the result of interview students, the researcher found the problem of the students. Moreover students do not have enough English ability, such as lack of pronunciation and vocabulary. The lack of their ability make they do not feel confident to speak English. Sometimes when they know the vocabulary, they do not know how to pronounce the words. It is difficult to ask the students perform in front of the class. They are afraid of making mistakes and being mocked by their friends. In the speaking activities, sometimes teacher and students rarely used English. This is one of factors that caused speaking skill students not develop.

Students will success in learning language, especially in speaking, teacher should give their students opportunity to practice in speaking activities. Not only opportunity to speak English towards students to teacher, but also speak English towards students to students. If it do well, the teacher can see the development of students' ability and the students also practice their speaking skill.

For teaching speaking in Junior High School, teacher should use the interesting way which easy to understand the students. Teacher should use a new strategy, game, or technique that motivate students to speak English. One of them is games. According

to Hadfield, “Games are an activity with rules, a goal and an element of fun.”⁵ It means that student that learning English by games more interesting and enthusiastic. By games the students will be fun, so the students more active and attractive to follow the lesson.

Hot seat is a game that used by researcher in the research during teaching and learning speaking process. Hot seat is a game where as a hotter who sit in the hot seat should guess the mystery word in the flashcard based on the description of her partners. According to Wilhem, one of the benefits of hot seat is offering opportunities to work on public speaking.⁶ It means that, hot seat game is a game in which can encourage the students’ active in spoken English in the class. So this game was chosen by the reseracher.

After looking this study, the researcher focused on speaking ability towards spoken descriptive because in preliminary research at SMPN 20 Bandar Lampung the researcher found the difficulty about that. In the descriptive text, students can describe something. They can started to describe their pet, their friends, their environment. So they can know each other be better. Descriptive also written in the syllabus 2013 for Junior High School. It means that, students will learn and pass in the exams of the topic.

⁵Jill Hadfield, *Advanced Communication Games*, (London: Addison Wesley Longman Limited, 1996), p.3

⁶Jeffrey Wilhem, *Action Strategies for Deepening Comprehension*, (New York: Scholastic Professional Books, 2002), p. 83

There were two researchers that related to this research. The first was research by Anwar Harif Styawan who studied (the use of hot seat game to improve students' vocabulary mastery of the first grade of SMPN 2 Suruh 2010/2011). The result of her research, hot seat game is a effective game to teach vocabulary. It can be seen by situation of teaching-learning activity, the students felt more enthausiastic to follow the rules and can improve 27 students' score vocabulary mastery.⁷ It means that if students enjoy in teaching-learning process, so easily to students get information and understand the meaning of the vocabulary in teaching-learning process.

That is a research by Aprillia Nurul Utami who studied (the effectiveness of hot seat game for teaching vocabulary at eighth grade students of SMP Negeri 3 Purwokerto in academic year 2014/2015). It results the sudents can memorize words in longer time well, so hot seat game is a good way to improve students' vocabulary.⁸ It means that in teaching-learning process by using hot seat game the students more easy to remember vocabulary that was given.

Based on the previous study above, there is a significant different between those previous research and this research in which different between variable y. Variable y in those previous research was vocabulary, while variable y in this research is speaking ability. Then, in this research the researcher wants to find out whether hot

⁷Anwar Harif Styawan, "*The Use Of Hot Seat Game To Improve Students' Vocabulary Mastery Of The First Grade Of SMPN 2 Suruh 2010/2011*" (S1 Thesis, STAIN Of Salatiga, 2011).

⁸Aprillia Nurul Utami, "*The Effectiveness Of Hot Seat Game For Teaching Vocabulary, An Experimental Research at Eight Grade Students Of SMPN 3 Purwokerto in Academic Year 2014/2015*" (S1 Thesis, Muhammadiyah University Of Purwokerto, 2015).

seat game give the influence to the students' ability or not, in which titles "The Influence of Using Hot Seat Games Towards Students' Speaking Ability at the eighth grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019."

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies as follows :

1. The students' score speaking were still low
2. The students still difficult to pronounce the words
3. The students have little vocabulary
4. The students and the teacher rarely practice to speak English

C. Limitation of the Problem

In this research, the researcher limited the problems by focusing on the influence of hot seat game towards students' speaking ability. In this case, the researcher focused on dialogue with the topic about descriptive something at the eighth grade of SMPN 20 Bandar Lampung in 2018/2019 academic year.

D. Formulation of the Problem

Based on identification and limitation of the problem, the researcher formulated the problem as follows: Is there any significant influence of using hot seat game towards students' speaking ability at the eighth grade of SMPN 20 Bandar Lampung in 2018/2019 academic year ?

E. The Objectives of Research

The objective of this research is to know whether there is a significant influence of using hot seat game towards students' speaking ability at the the eighth grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019.

F. The Use of the Research

- a. This research may support that use of hot seat game can influence students' speaking ability.
- b. Practically, to inform the readers which one of game that can be use to increase students' speaking ability be better.

G. The Scope of the Research

The scope of the research is as follows:

1. Subject of the Research

The subject of this research was students at the first semester of eighth grade of SMPN 20 Bandar Lampung in 2018/2019 academic year.

2. Object of the Research

The object of the research was used of hot seat game and students' speaking ability at the eighth grade of SMPN 20 Bandar Lampung in 2018/2019 academic year.

3. Place of the Research

The research was conducted at the eighth grade at SMPN 20 Bandar Lampung.

4. Time of Research

The research was conducted at the first semester in 2018/2019 academic year



CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. English as a Foreign Language

English is one of the subjects that should be learned by the students at the school. Even students have to learn this since the elementary school until the university. But in our country, English is a language that comes from foreign. So English is a subject that including the difficult subject. As a teacher, we need to help our students to more easier to learn it. Therefore, the teacher should prepare the ways that can use to convey the materials.

Broughton says that in the rest of the world, English is a foreign language, that is taught in school often widely, but it does not play an essential role in national or social life.¹ It means that, although English as a subject that taught in school, but in reality English does not enough exist. Whereas English not only as a foreign language but also as a second language especially to the students.

In addition, Setiyadi states that English tends to be very difficult because the Indonesia language has no tenses that are similar to the tenses of English.² It means that, teaching English as a foreign language needs an more effort to habituate our self to using English in daily life. In teaching foreign language especially English, the teacher have to be mastered in the four skills. They are

¹Geoffrey Broughton, et.al, *Teaching English as a Foreign Language*, (Second Edition), (New York: Routledge, 1980), p. 6

²Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 20

speaking, listening, reading, and writing. Because English has a different of how the language spoken and written.

Based on the explanation above, it can be simply that English is a foreign language that is used to communication with others in the world. Because English is an international language. In Indonesia, English as a subject that will learn in the school by students. They felt learn English is difficult things, because English is really different with their language. They also rarely use English in real communication. So the teacher should give the students opportunity to habituate their self to using English. Not only learn but also how to apply this in our daily life. In order to students easy to do, the teacher must be deliver the subject well by using technique, strategy, or games that appropriate to their students.

2. Concept of Speaking

According to Florez in Bailey, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.³ It means that speaking is a way to make a more interactive communication and needs two or more people to do, which is including how to produce informations to others and receive the information of the partners directly.

Moreover, Bygate in Nunan states that speaking is the oral interaction that can be characterized in terms of routines, conventional ways of presenting information

³Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: McGraw-Hill, 2003), p. 2

which can either focus on information or interaction.⁴ It means that, speaking is a way to communication with others as a way about how to get information from someone or to do interaction with someone by conversation orally.

Based on the statement above, the researcher conclude that speaking is one a way to communication with others by oral communication, so speaking needs two or more people to do. Not only how to speak what people want to say, but also how to receive or get the informations for the partner directly.

a. Elements of Speaking

The good speaker is a speaker that know the linguistics of the language and how to apply into the words. In order to the speaker will express their ideas, feelings, and information well and also people understand the meaning of the speakers saying. Harmer states that elements of speaking that sholud be own by speaker. Those as follow:

1) Language Features

The elements necessary for spoken productions are the following:

- a). Connected speech: sounds are modified, omitted, added, or weakened
- b). Expressive device: native speakers of English change the pitch and stress of particular parts of utterances
- c). Lexis and grammar: teachers should therefore supply a variety of phrase for different functions

⁴David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (Sydney: Macquarie University, 1991), p. 40

- d). Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying.

2) Mental or Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

- a). Language processing: involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b). Interacting with others: understanding to how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- c). (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.⁵

According to explanation above, the researcher concluded that speaking has two elements, as follow: language features and mental or social processing. Which is language features divided into four points, as follow: connected speech, expressive decided, lexis and grammar, and negotiation. Moreover, mental or social processing divided into three points, as follow: language processing, interacting with others, and information processing. Where the elements that can help to the speaker achieve succesful communication.

Based on the explanation above, in this research focused on mental or social processing that consist of three points, they were language processing, interacting

⁵Jeremy Harmer, *The Practice of English Language Teaching*, (Thrid Edition Completely Revised and Update, 2001), p.269

with others and information processing. During the activity in the class, the researcher observed all the points. Because the students still difficult to express what their mind in speaking, moreover if they should did it directly. The students also rarely practiced their speaking ability with the other students. So the researcher want to know how the respons of students if the researcher use the new way to enhance the students' ability.

b. Function of Speaking

In teaching-learning process, the students demand to be active. But in fact, especially in English speaking class the students more passive. Actually, English speaking class was expected to make students accustom themselves to express their mind to the words in English orally. According to Brown and Yule in Richard, speaking has three functions. As follow:

1). Talk as interaction

It refers to what we normally mean by conversation and describes interaction that serves a primarily social function.

2). Talk as transaction

It refers to situations where the focus is on what is said or done.

3). Talk as performance

It can be usefully be distinguish has been called talk as performance.⁶

Based on the explanation above, there are three functions of speaking, as follow: talk as interactions, talk as transaction and talk as performance. Function of the speaking skill is very important in our life. By speaking, people can

⁶Jack C. Richards, *Teaching Listening and Speaking*, (New York, Cambridge University Press: 2008),pp. 21-28

communication and transfer their ideas with others. After knowing the function of speaking, it is hope that people can join to the circle of communication.

3. Concept of Speaking Ability

Ladousse in Reza, et.al states that speaking is described as the activity to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.⁷ It means that, speaking is an ability to show the speakers' ideas or opinion which pronounced directly in the form of statement.

However, Harmer defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.⁸ It means that, speaking is an ability which indicate that someone know and understand about how to use the language feature. Not only that it, in the speaking someone can produce their mind to the words directly.

Based on the explanation above, speaking ability is an ability that own by speaker to deliver ideas, feelings, and information to the words in spoken. The speaker not only know about how to speak but also deliver it fluency. To deliver it well, the speaker also to know about the using of language features in order to our partner can easily to understand about the meaning. After the speaker can do it, the speaker can speak fluently.

⁷Thenzia Februa Reza, et.al, *The Practice Rehearsal Pair Strategy Towards Students' Speaking Ability*, Vol 2, No 3, (STKIP Dharma Bakti Lubuk Alung: 2017), p. 44

⁸Jeremy Harmer, op.cit, p. 275

According to Harris, there are five aspects to measure speaking ability. They are :

- 1) pronunciation,
- 2) grammar,
- 3) vocabulary,
- 4) fluency,
- 5) comprehension.

In which every aspect has 5 maximum score and the total of all the aspect are 25.⁹

It means that, when person wants to good speaker in English so the person should to pay attention towards rules of the language, such as grammar, vocabulary, fluency, comprehension and pronunciation. Because all of the components are needed to produce the good spoken and make the communication well.

Based on the explanation above, the reseracher conclude that speaking ability is an ability to express ideas, thought, or feelings spontaneously to the spoken in real communicatio. The speaker should be fulfill five aspects to be a good speaker.

4. Concept of Teaching Speaking

Brown states that proposes seven principles for designing speaking techniques.

These principles will help teachers to conduct the speaking class. They are:

- 1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.

⁹David P. Harris, *English as a Foreign Language*, (New York: McGraw-Hill, 1969), p. 170

- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.¹⁰

It means that, if the teacher applying every points in this principle of designing into teaching speaking, so it will be easy to teacher using active English in teaching-learning process. Because the purpose of the teaching English, especially speaking is to develop students' ability by using English in their speaking activity. How to students speak what wish to say in their mind without they should be think again or in other words spontaneously.

Teaching speaking as a foreign language is a difficult things especially in our country, because in teaching-learning process the students are rarely to use the language. They are still use native language, even they often use local language in class. As a teacher, we should courage to change the habit and start to speak English by ourself and then try communication with our teacher. According to Harmer, the teacher needs to play a number of different roles. There are three kinds of teacher roles in teaching speaking:

a) Prompter

Students sometimes get lost, can not to think of what to say next, or in some other way lose the fluency we expect of them.

b) Participants

¹⁰H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* (Second Edition , Longman : 2000), pp. 275-276

Teachers should be good animators when asking students to produce language. Sometimes, this can be achieved by setting up an activity clearly and with enthusiasm.

c) Feedback provider

When and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.¹¹

It means that, roles of the teacher in the class is very important. Teacher can be a prompter, participants, and feedback provider. The teacher can help to change the students' habit to more using English in daily activity. Because the students not only need habitually but also partner to express their ability in order to can transfer what their mind and what want their want to say to be clearly.

In this research, the researcher focused to develop students' ability in spoken descriptive. According to Fulwiler, descriptive text is a text that describes a person, place, or thing. It is to create a verbal image so that readers can see what you see, hear what you hear, and taste, smell and feel what you taste, smell and feel.¹² In addition, Depdiknas states that the objective of teaching speaking of descriptive text is the students are able to express meaning in simple short monologue in descriptive form based on the generic structures and language features of the text.¹³ Based on the explanation, the research conclude that the

¹¹Jeremy Harmer, *The Practice of English Language Teaching*, (Thrid Edition Completely Revised and Update, 2001), p.275

¹²Toby Fulwiler, *College Writing A Personal Approach to Academic Writing*, (Porsmouth, NH: Heinemann,2002), p. 34

¹³Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah*, (Jakarta: Depdiknas, 2006)

goal of teaching speaking by using descriptive is to describe something and the others can also imagine it as a real object.

5. Concept of Game

Halliwell states that children will get bored when they spend all the time sitting still on their chairs, because they always like discovering things, and they are very good in using their imagination. They love to be involved in physical movement, in puzzle-like activities or in games.¹⁴ It means that, games is one of the techniques that good to using in teaching-learning activity especially to young learner. To teaching the lesson that interesting for students, the teacher should be a chance to their students to express their ability. By using games, the teacher not only ask some of the students to follow but also all of students can follow and more active in the activity.

Then, according to Andrew, game is an activity which entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.¹⁵ It means that, game is one of the ways to make the students enjoy the lesson that given their teacher. By using games the students more funny to engage the class, because the teacher give challenge to students and the goals of the games. They have partners. So during the activity, students should build the collaboration with their partners, in order to they can reach the goals and be a winner.

¹⁴Susan Halliwell, *Teaching English in the Primary Classroom*, (New York:Pearson Education Ltd,1992), p. 6

¹⁵Andrew Wright, et. All, *Games for Language Learning: Third Edition*, (New York: Cambridge University Press, 2006), p. 1

Based on statement above, the researcher concludes that game is one of the ways that be using into the teaching-learning process which can make people pay attention and easy to understand the material that will be given. People especially young learner like to study in fun, moreover they can express their imagination in the activity. By using games, the students also try to collaborate with others because they have partners to reach the goals of the activity.

There are some benefits to using games in teaching-learning process. According to Langran and Purcell, the benefits of using games are:

- 1). Games simulate a real-life situation.
- 2). Language used in games is used for a purpose; it is relevant and meaningful.
- 3). Games can be used at all levels and to practise almost any structure or area of vocabulary.
- 4). Games are a useful strategy for revision.
- 5). Games help learners to ask questions.
- 6). When you use language games, learners speak more and this leads to confidence. The shy learners are less threatened than if they have to speak in front of the whole class.
- 7). Games are good fun and can help you create a relaxed, friendly and co-operative atmosphere in your groups.
- 8). Games are an effective way of learning.

9). Games can be useful examination practice.¹⁶

It can be concluded that game have some benefits. So that can be a good choice to use it. The benefit of game to make the situations in the class does not monotonous as always. Game is a things that fun to do. If the students fun when teaching-learning process, so they enjoy to follow the activities. For the reasons, games can help teacher to manage their students activity and situation of the class.

6. Concept of Hot Seat Game

Hot Seat is a game that used in the experimental class. In this subchapter, it be provided the topic that explain about: definition of hot seat game, procedure of using hot seat game, advantages and disadvantages of using hot seat.

a. Definition of Hot Seat Game

Hot seat games is a creative in-role activity can be a useful tool to encourage discussion about a particular issue and share information. This game could also be played as mystery game with class members having to guess the identity of the person in the hot seat.¹⁷ It means that, hot seat game is an effort to more enjoy the activity in the class in which student should guess of the information that had another members' identifies.

In addition, Hot seat game is a good end-of-the-evening game that originates by Vic Baranco and the Morehouse Community in the 1970. The facilitation of this game is really important to create a tight container and stick to the rules to keep

¹⁶John Langran & Sue Purcell, *Language games and activities*, (London: Centre for Information on Language Teaching and Research, 1994), p. 12

¹⁷The Partnership Management Board, *Active Learning and Teaching Methods for Keys Stage 1&2: KS1&2*, (Clarendon: A PMB Publication, 2007), p. 36

the game nice and intense for the person on the hot seat.¹⁸ It means that, hot seat is an activity that how to the students can work together. The students should help the person in the hot seat to understand about the information that had be given by them.

Then, according to Sarah and Marcellin, Hot Seat is an incredibly easy game to set up and does not require a great deal of preparation for teachers.¹⁹ It means that, By using this game, the teacher does not need to prepare early to begin this game. Because at this game too use the simple tools.

Based on the explanation above, hot seat is one of creative way in teaching-learning process. Where as the activity, people not only can enjoy but also get the information more than easier. During the game, the students more active and interested to study English in class.

In addition, principle of hot seat game are working with others, being-creative, and thinking to decision making.²⁰ It means that, hot seat game is a group work which every members should be use creative way in order to the hotter can easier to decision the answer of the clues. Group-working is the most important to do in this activity in order clues that the speakers given to hotter continued one by one till reach the goals.

¹⁸Bryan Bayer & Decker Cunov, *The Authentic Relating Games Night Handbook*, (Cape Town City: Authentic World, p. 19), available on <http://www.acl.authenticworld.com>

¹⁹Sarah Klear & Marcellin College, *Hot Seat–A Communicative Classroom Game*, The Internet TESL Journal, Issue 109, June 2011, p. 19

²⁰The Partnership Management Board, *long. Cit*, p. 36

Moreover, Hot seating the mask to develop characters and potential scenarios should be encouraged.²¹ It means that by using hot seat the teacher can help to express the ability of the students to develop their character. Because each students have different character, so the teacher should to give exercise to the students. In order to each students have the same chance to develop their ability.

In short, hot seat game in this research is a kind of technique to teach speaking by asking the students to work in groups and guess the word based on the picture's description.

b. Procedure of Teaching Speaking by Using Hot Seat Game

According to Sarah the procedure of teaching speaking by using hot seat game, as follow :

1. Teachers need to break the class into groups of 4 or 5.
2. Next, teachers take a hot seat chair in front of the class, facing away from the board.
3. Each team selects a leader.
4. One team is up at a time and their leader sits in the hot seat.
5. Face the chair towards the audience, so the leader can not see the list of words.
6. Write the ten words on the board or use an interactive white board to display the list of ten words.
7. Each team member is assigned a word or words on the board.

²¹OCR,*Performing With Masks H5/502/5105 level 3 unit 15*, (Cambridge Technicals, p. 6), available on <http://www.ocr.org.uk>

8. Team members take turns communicating their word to the leader without saying the word (with no sounds like, spelling, writing, or drawing allowed.)
9. Each team has 3 minutes to get as many words as possible. The team with the most points at the end wins!²²

Moreover, the procedure of teaching speaking using hot seat by Lowe are as follows:

1. One students sit in a chair with her back to the other students
2. The teacher holds up a flash card with a vocabulary word for the other students to see
3. The other must then describe the word to the students on the “hot seat” until he guesses the correct term.²³

According the procedure that explanation above, on the first procedures the teacher only write the guess word on the board. The teacher never use interactive media to help the students describe the object. On the second procedures, the teacher used a flashcard as a media in teaching-learning process. But form of flashcard on this procedure only by word. While in the research, the research will use a flashcard in which exist words and also pictures. In order to help the students more easy and interest to follow the teaching-learning process.

²²Sarah Klear & Marcellin College, *Op. Cit*, p. 20

²³Caitlynn Lowe, *English Activities for Beginners*, Available On June 2018 <https://classroom.synonym.com/english-speaking-activities-beginners>

In addition, according to Byrne that visual aids can serve mainly to provide a clear contextual setting for the items being taught, either to illustrate their meaning or to elicit responses that relate to what is shown in the picture.²⁴ Then, flashcard is a learning media in the form of picture cards in which sized 8 x 12 cm or can customized by class' conditions. The use of flashcard is to give motivation students to express their ideas based on the picture that they see, in a form spoken or written.²⁵ Based on the explanation above, the researcher concluded that by using a visual media in teaching learning process in speaking can help the students easier to describe the words.

To overcome this problem, the researcher modified the media in this research to be a visual media, in which a flashcard that exist by words and also pictures inside. In order to the students easier to describe the word based on the picture on the flashcard. The final steps of the procedure of using hot seat to teaching speaking describing something in the classroom are:

1. Teachers break the class into groups of 4 or 5.
2. Next, teacher takes a hot seat chair in front of the class, facing away from the board.
3. Each team selects a leader and the leader should sit in the hot seat.
4. The other member sit in opposite of their leader.
5. The teacher holds up a flash card and showing it to the members

²⁴Donn Byrne, *Teaching Oral English*, (London: Longman, 1999), p. 88

²⁵Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Press, 2011), p. 119

6. The members describe the picture on the flashcard to the students on the “hot seat”. The members take turn communicating their word to the leader without saying the word (with no sounds like, spelling, writing, or drawing allowed.)
7. The leader guess the word on the flashcard until correctly. Each team has 3 minutes to get as many words as possible. The team with the most points at the end wins!

The kind of modification of the procedure of teaching speaking by using hot seat game was a visual media, in which a flashcard. There are so many kinds of flashcard, but in this research the researcher used a flashcard that have word and also picture inside. The picture in the flashcard to help the students' easier to describe something else. The word in the flashcard to help the hotter to guess the mystery word. In the previous research, there is no media. The mystery words only written on the whiteboard.

c. Advantages of Teaching Speaking By Using Hot Seat Game

Borich in Afana mentions some benefits of the hot seat game. As follow:

- 1) It helps other people know about the character.
- 2) It creates interest and it motivates participation in a class.
- 3) It encourages students to express their thoughts or ideas as well as to help them clarify their thoughts or ideas.

- 4) It helps to evaluate, diagnose, and check students' preparation and understanding of the material as well as the students into the class knowledge.²⁶

It means that, advantage of teaching speaking by using hot seat game is to help teacher knowing about how far the students' ability in speaking. Then this game also appropriate to motivate the students to more active in the class. If the students active, so they can get anymore of the activity.

d. Disadvantage of Teaching Speaking By Using Hot Seat Game

According to Van Ments in Afana, list of the potential drawbacks of the usage of hot seat are:

- 1) Teacher loses control over what is learnt and the order in which it is learned
- 2) Simplification can mislead
- 3) Use a large amount of time
- 4) Use other resources-people, space, special items
- 5) Depend on the quality of the teacher and student
- 6) Impact may trigger withdrawal or defense symptoms
- 7) May be seen as too entertaining or frivolous
- 8) May depend on what students already know.²⁷

It means that, disadvantage of teaching speaking by using hot seat game is more appropriate to used in small group. The situaton does not condusive again, if this

²⁶Sana Mahmoud Afana, *The Impact of Educational Drama Intervention on Palestinian Ninth Graders' English Language Speaking Skills at Gaza UNWRA Schools*, 2012,p. 73

²⁷Sana Mahmoud Afana, *ibid*, p. 80

game will be used in big groups. The teacher also surely difficult to manage the class.

7. Concept of Dialogue Memoriation

Dialogue Memorization is a technique that used in the control class. In this subchapter, it provided that topic that explain the games, namely: definition of dialogue memorization, procedure of the dialogue memorization, advantage and disadvantage of dialogue memorization.

a. Definition of Dialogue Memorization

According to Abboud, et.al, dialogue memorization is an effort to memorizing a conversation to practice certain grammatical points.²⁸ It means that, in dialogue memorization students will be drilled by teacher to pronounce the dialogue accurately. The dialogue should be memorized by students and their partner to practice it in front of the class.

Moreover, Harris states that the activity of dialogue memorization is learner looks at text on paper then away (often while repeating aloud or silently the chunk of information to be remembered), then back at paper again, then away, with little or no variation, in an attempt to gradually get the text to “stick” in memory.²⁹ It can be simply that, during the teaching and learning process by using dialogue memorization students will be allowed to bring a paper in which contains the dialogue when they practiced in front of the class. It purposed to help students’ memorization when they lost their memory.

²⁸Shehadah Abboud, et.al, *Teaching English to Students-Teacher Majoring English*, (NCRED Printing Press, 1998), p. 14

²⁹Timothy M. Harris, *Text and Dialogue Memorization in English Language Learning*, (Osaka: Sangyo University, 2008), p. 149

Based on the explanation above, the researcher concluded that in teaching and learning by using dialogue memorization the students guided by the teacher to practice pronunciation of the dialogue. The dialogue was given by teacher. After that, students memorized the dialogue and practiced it in front of the class with their partner in pairs.

b. Procedure of Teaching Speaking by Using Dialogue Memorization

The procedure to teaching by using dialogue memorization, as follow:

1. The teacher asks the students to memorize the dialogue through mimicry
2. The teacher asks the students to take a role in the dialogue
3. The teacher asks the students to learn one person's line and memorize the other person's part
4. After dialogue has been memorized, teacher will ask the students to perform it in front of class in pairs.³⁰

It can be simple, dialogue memorization is a technique to teaching speaking in which needs dialogue as a source of study. In the dialogue memorization, the students will divide in pairs, and they also memorize the dialogue. It means, the students should work hard to memorize the dialogue, not only their parts but also their partner's part.

c. Advantage of Using Dialogue Memorization

Jankowsky states that dialogue memorization have some advantage, as follows:

1. Utilizing learned the grammar and vocabulary

³⁰Diana Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), p. 47

2. The students will be acting out lively way when present in front of the class
3. The students will use fluency, natural, intonation, and correct pronunciation for a meaning presentation
4. The students can much learn by watching their classmate performance.³¹

It can be conclude that, by using dialogue memorization the students taught how to pronunciation of the dialogue correctly by the teacher. The students also can learn it by their friends' performance. So, when the students practice in front of class, they can present in good way.

d. Disadvantage of Using Dialogue Memorization

The disadvantage of using dialogue memorization in teaching and learning process by Nicholson: the key of memorizing a dialogue is "go one line at a time". It is not helpful to just blaze through huge chunks of dialogue, doing job of memorization a little harder on.³²

Based on the explanation above, the researcher felt worry teacher to lose the control of their class. To using dialog memorization in teaching and learning process the researcher it would need some specific conditionals in which spread many times that cost. One of them, they need times to memorize the dialogue. The class was noisy when students effort to memorize dialogue. Because the students always use the higher of voice when memorize it.

³¹Kurt R. Janskowsky, *Scientific and Humanistic Dimensions of Language*, (Washington: John Benjamins Company, 1985), p. 88

³²Joshua Nicholson, *Acting Lesson: Memorization*, p. 3 Availabale on <http://www.e-journal.org>.

B. Frame of Thinking

In teaching-learning process, the researcher needed to understand how to explain the material in order to deliver it well by good way. In order to the students enjoy during the activity and get the material.

In teaching-learning, the students taught about English. English can unite the language in the world which difference because English is an international language. In the school, students should learn too as a compulsory subject. In learning English, there are four basic skills. One of them is speaking.

By speaking people can communicate with others. But in fact, in teaching and learning speaking still used monotonous way. Students was bored in which heard the teachers' explained and always sit in the chair. If the teacher asks students to perform in front of the class, they still shy to do. Students can not share in their mind by speaking. They still nervous and sometimes lose their ability to speak. In this research, the researcher will observe the way to teach students by using games.

By using games the students will enjoy the activity. If they enjoy, students can easy to get their explanation about the material. They can feel free to use their imagination, so they can speak what they want to speak and what their mind too. But in every games still have rules that should be follow the students as participants. One of the game that can use in this research is Hot Seat Games.

Hot seat games is a game that divide students to work in groups. Leader of each groups should sit in the hot seat in which place the chair in front of the class and the others members sit in opposite of the leader. Where as the members give the clues that describe the picture on the flashcard and the hotter should be answer it appropriately by word on the flashcard. So when students do the activity, they can practice and improve their ability in speaking. Because people have to many practice English in order to speak fluently.

In this research, the researcher considered that hot seat game is one of the games that can give a good impact to students. Hot seat game is appropriate for teaching speaking, because this game give the students opportunity to practice and also express their ideas in spoken.

C. Hypothesis

Based on the frame of thinking before, the researcher formulated the hypotheses as follows:

Ho: There is no significant influence of using hot seat games towards students' speaking ability at the eighth grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019.

Ha: There is a significant influence of using hot seat games towards students' speaking ability at the eighth grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quantitative research as a research design. The form of the research is quasi-experimental design. Quasi-experimental design are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Therefore, when randomized design are not feasible, the researcher must make use of quasi-experimental design.¹ It means that researcher do not have the opportunity for random assignment of the students to special groups in different conditions. Because if the researcher randomly assigns the students to classes, it would disrupt classroom learning.

In this research, the researcher used two classes as the sample that include experimental class and control class. The first class as experimental class which taught by using Hot Seat game and the second class as a control class which taught by technique that usually used in which dialogue memorization. Then, the classes was given oral test, including pre-test and post-test.

In this research, the students in control class was given the treatment (O) by using Dialogue Memorization and the students in experimental class was given treatment (X) by using Hot Seat Game, The researcher design as follows:

$$\begin{aligned} G1 &= T1 \times T2 \\ G2 &= T1 O T2 \end{aligned}$$

¹Donald Ary, et.al, *Introduction to Research in Education*, 8th Ed, (Canada: Wadsworth Cengage Learning, 2010), p.302

Where :

- G1 : Group one (Experimental Class)
- G2 : Group two (Control Class)
- T1 : Pre test
- T2 : Post test
- X : Treatment using Hot Seat Game
- O : Treatment using Dialogue Memorization

B. Variable of the Research

Variable is an attribute or characteristic of individuals that researchers study. By explaining a relation among variables, you are interested in determining whether one or more variables might influence another variable.² Then, Fraenkel, et. al classified the variable into two categories. They were independent variable and dependent variable.³ In this research, there are two variables, namely:

1. Dependent variable in the research is students' speakingability (Y).
2. Independent variable in the research is hot seat game (X).

C. Operational Definition of Variable

The operational definition of variable is used to describe the characteristics of the variable investigated of the researcher as follows:

1. Independent Variable (X)

Hot Seat Game is a technique to teach speaking by asking the students to work in groups and guess the word based on the picture's description without overtime.

²John W Creswell, *Educational Research*, (Boston: Pearson Education, 2002), p. 13

³Jack R Fraenkel & Norman E Wallen, (7th Edition), *How to Design and Evaluate Research in Education Eight Edition*, (New York: McGraw-Hill, 2009), p. 42

2. Dependent Variable (Y)

Students' speaking ability is their ability to express their ideas, thought, and feelings in their real communication, in this research the students requested to describe object on the flashcard that is measured by showing the mastery of such components as pronunciation, grammar, vocabulary, fluency, and comprehension.

D. Population, Sample and Sampling Technique

To know whether total of the students, take the sample from total of the students and game from the sample some criteria should be considered. It is population, sample and sampling technique of the research.

1. Population

According to Fraenkel and Wallen population is large groups to which one hopes to apply the result.⁴ It means, population is amount of all the subjects in the research. The population of the research was all students of eighth grade of SMPN 20 Bandar Lampung in academic year of 2018/2019 which consist of five classes, namely 8A, 8B, 8C, 8D and 8E. The total number of population was 150 students.

2. Sample

Ary states that the sample is small group that is observed.⁵ It means that, sample is a some of the populations that is choosen and researched by the researcher. In this research, the researcher used a sampling technique to take a sample by using cluster random sampling. The result of sampling technique by using cluster

⁴Jack R Fraenkel & Norman E Wallen, *Ibid*, p. 90

⁵Donal Ary, et.al, *Op.cit*, p. 148

random sampling was VIII D as a experimental class and VIII E as a control class.

The amount of sample was 60 students.

Table 2
Sample at SMPN 20 Bandar Lampung in the 2018/2019 Academic Year

| No | Class | Genre | | Total |
|-------------------|--------|-------|--------|-------|
| | | Male | Female | |
| 1 | VIII D | 14 | 16 | 30 |
| 2 | VIII E | 15 | 15 | 30 |
| Total of students | | 29 | 31 | 60 |

3. Sampling Technique

Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected.⁶ It means that, sampling is a step that to be passed to determine the sample of the population. Then, Fraenkel and Wallen said that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁷

To more effisien and practically because there were many populations, the researcher used cluster random sampling technique. So the researcher wrote the name of the class of the population and mixed them. The researcher was conducted the research at the eighth grade. The eighth grade consists of five classes. The procedure to using cluster random sampling:

1. Firstly, the researcher wrote the name of the class which consisted of 8A, 8B, 8C, 8D and 8E in the pieces of paper.
2. Secondly, the researcher rolled those pieces of paper that had been written and entered them to the glass.

⁶L. R. Gay, et.al, Educational Research: *Competencies for Analysis and Application*, 3rd Edition, (Colombus Ohio: Merrill Publishing Company, 1987), p. 129

⁷Jack R Fraenkel & Norman E Wallen, *Ibid*, p. 95

3. Thirdly, the researcher shook the glass until comeout the first of rolled-paper inside. The first one was coming out as experimental class.
4. The last, the researcher shook the glass again, which before it the researcher had been put the rolled-paper that comeout previously. The researcher shook continously until another rolled-paper coming out. The last piece was coming out as control class.

E. Data Collecting Technique

According toAry, a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.⁸ It means that, test is a tool that used to measure the ability someone in personality by seeing the respons of the test. In this research,the researcher used a test to collecting the data. There were two tests, pre-test and post-test. The pre-test was done to know the students' ability in speaking before the treatment. Post-test was done to know the students' ability in speaking after the treatment.

F. Research Instrument

The instrument is a tool used by the researcher. Sugiyono states that research instrument is a tool used by researcher to measure the nature or social phenomena being observed.⁹ It means that, research instrument is something that used to collect the data in order to the researcher knowing the result of data by using the theory.

⁸Donal Ary, et.al, *Op. Cit*, p. 201

⁹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfa Beta, 2008), p. 148

In the research, the researcher used oral test in divide of two kinds, they were pre-test and post-test for students in experimental and control class. The instrument of the research is an instruction to make a dialogue between two students or in pairs. The teacher provided 15 pictures of three topics in which consist 5 pictures in every topic. They were describing job of people, describing animals, and describing things. The researcher chose these pictures because it was familiar. They were in the guidebook too. So it was easy to students to follow the teaching learning process.

1. Describing job of people

| Pre-test | Post-test |
|-----------------|------------------|
| Doctor | Nurse |
| Tailor | Dentist |
| Police | Ustadz |
| Teacher | Driver |
| Postman | Waiter |

2. Describing animals

| Pre-test | Post-test |
|-----------------|------------------|
| Dog | Cow |
| Goat | Dolphin |
| Butterfly | Elephant |
| Panda | Tiger |
| Lion | Fish |

3. Describing things

| Pre-test | Post-test |
|------------|-----------|
| Scissors | Fan |
| Smartphone | Knife |
| Car | Bike |
| Ball | Bag |
| Pencil | Pen |

Then, the teacher asked the students to choose one picture. Teacher gave the students time in 3 minutes to prepare the dialogue. Teacher asked students to perform it in front of the class and recorded the students' performance. The teacher used scoring rubric for speaking to measure students' spoken descriptive ability in which consist of pronunciation, grammar, vocabulary, fluency, and comprehension.

G. Scoring Procedure

Before getting the score, the researcher determined the procedure to be used in scoring the students' perform. The procedure to take the data, as follows:

1. The students were asked to describe animals, people's job or things in front of the class.
2. The researcher observed and recorded the performing of students to use it as a proof.
3. Then, to give the score of performing to students the research used scoring rubric for speaking.

In this research, the researcher used scoring rubric by Haris. According to Haris, there are five criterias in speaking scoring rubric such as follows: grammar, vocabulary, fluency, comprehension, and pronunciation.¹⁰ The table of below shows the fifth criteria of the rating sheet score:

Table 3
The rating sheet score

| No | Criteria | Rating Score | Comments |
|----|---------------|--------------|--|
| 1 | Pronunciation | 5 | Has few traces of foreign accent |
| | | 4 | Always intelligible, though one is conscious of a definite accent. |
| | | 3 | Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. |
| | | 2 | Very hard to understand because a pronunciation problems, must frequently be asked to repeat. |
| | | 1 | Pronunciation problems so serve as to make speech virtually unintelligible. |

| No | Criteria | Rating Score | Comment |
|----|----------|--------------|---|
| 2 | Grammar | 5 | Make few (if any) noticeable errors of grammar or word order. |
| | | 4 | Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning. |
| | | 3 | Makes frequent errors of grammar and word order which occasionally obscure meaning. |

¹⁰David P. Harris, *Testing English as a Second Language*, (New York, Mc.Graw-Hill, 2004), p.81

| | | | |
|--|--|---|--|
| | | | |
| | | 2 | Grammar and word-order errors make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic pattern. |
| | | 1 | Errors in grammar and word order so severe as to make speech virtually unintelligible. |

| No | Criteria | Rating Score | Comment |
|----|------------|--------------|--|
| 3 | Vocabulary | 5 | Use of vocabulary and idioms is virtually that of native speaker |
| | | 4 | Sometime use in appropriate terms and or must rephrase ideas because of lexical inadequacies. |
| | | 3 | Frequently use the wrong words, conversation somewhat limited because of lexical inadequacies. |
| | | 2 | Misuse of words and very limited vocabulary make comprehension quite difficult. |
| | | 1 | Vocabulary limitations so extreme as to make conversation virtually impossible. |

| No | Criteria | Rating Score | Comment |
|----|----------|--------------|--|
| 4 | Fluency | 5 | Speech as fluent and effortless as that of a native speaker. |
| | | 4 | Speed of speech seem to be slightly affected by language problems. |
| | | 3 | Speed and fluency are rather strongly affected by language problems. |
| | | 2 | Usually hesitant; often forced into silence by language limitation. |

| | | | |
|--|--|---|--|
| | | 1 | Speech is so halting and fragmentary as to make conversation virtually impossible. |
|--|--|---|--|

| No | Criteria | Rating Score | Comment |
|----|---------------|--------------|---|
| 5 | Comprehension | 5 | Appears to understand everything without difficulty |
| | | 4 | Understand nearly everything at normal speed, although occasional repetition may be necessary. |
| | | 3 | Understand most of what is said at slower-than-normal speed with repetition. |
| | | 2 | Has great difficulty following what is said. Can comprehend only "social comprehension" spoken slowly and with frequent repetition. |
| | | 1 | Cannot be said to understand even simple conversation English. |

Source: David P. Harris, *Testing English as a Second Language*, (New York: Rev. Ed. Mc.Graw-Hill, Inc. 2004), p.81

Criteria for score:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor

Maximal score = 100

Obtained score

$$\text{Students' score} = \frac{\text{Obtained score}}{25} \times 100.^{11}$$

25

The total score is 100, if the students test is perfect in all criteria above.

¹¹Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2013), p. 45

H. Research Procedure

The research procedure was conducted in first semester 2018. Before conducting the research, the researcher asked the permission to the headmaster and the English teacher at the school. After the researcher has the permission, the researcher was done that passed step by step, they were:

1. Planning

Before apply the research procedure, the researcher made some planning in order to the application run well.

2. Determining the subject

The researcher chose the eighth grade of SMPN 20 Bandar Lampung as the subjects of the research.

3. Determining the sample

To select the sample of the research, the researcher used cluster random sampling. There are consist in two classes. The researcher chose one class as the experimental class and other one as the control class.

4. Selecting the material that given

The researcher determined the material to the students of the eighth grade of SMPN 20 Bandar Lampung. The material were about describing animal, people' job and things.

5. Doing pre-test to get the data

Pre-test was given to the students in experimental and control class in order to know the students' speaking ability before the treatment. The researcher prepared 15 pictures of three topics in which consist 5 pictures in every topics.

6. Conducting the treatment

The researcher applied the treatment in three times for experimental class. During the treatment, the researcher was taught the students by using hot seat game in the experimental class in which require 2x45 minutes for each meeting. The teacher explained about goals and instructions of teaching and learning by using hot seat game. The words that related with the topic about describing something. After playing game, the teacher discussed with students about related words that they used during the game. Then, the teacher asked students to make a dialog about describing something, such an animal. However, in the control class the students was taught by using dialogue memorization that has been taught by the teacher.

7. Doing the post-test to get the data

The researcher gave a post-test after the treatments. By giving the post-test, the researcher knew the influence of using the treatment can improve their speaking ability or not. The test includes an oral test.

8. Analyzing the result of post test

In analyzing the result, the researcher compared the result of post-test between experimental and control class to see whether the post test's score of experimental class is higher than control class or not.

I. Validity and Reliability of Test

A test will be argued valid, if the test measured the object to be measured and appropriate with the criteria. A good test have two criterias, they are validity and reliability.

1. Validity

Fraenkel and Wallen state that the validity refers to appropriateness, meaningfulness, correctness, and usefulness, of the inference a researcher makes.¹² It means that, validity is the most important idea to consider when preparing or selecting an instrument for use. Then, the test should have good validity, so the test can measure the aspects which would be measured. In this research, the researcher used content and construct validity.

a. Content validity

According to Best and Khan, content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabi, objectives, and the judgments, of subject matter specialist.¹³ It can be conclude that to get the validity in content is good, the test has suitable material on the syllabus with the objective of learning by students because the test will be used to measure ability of students. It was done by the researcher, after the researcher consulted the instrument to the English teacher at SMPN 20 Bandar Lampung.

b. Construct Validity

Best and Khan say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.¹⁴ It means that, construct validity focuses on the kind of the test that is used to measure the ability. In this research the researcher used scoring rubric for speaking test. The

¹²Jack R Fraenkel and Norman E. Wallen, *Op. Cit.*, p. 148

¹³John W. Best and James V. Kahn, *Research in Education* (New Delhi: Prentice-Hall, 7th Edition, 1995), pp. 302-303

¹⁴John W. Best and James V. Khan, *ibid*, p. 308

scoring covered by five aspects of speaking, they are: pronunciation, grammar, vocabulary, fluency and comprehension. It was done, after the researcher consulted the instruments to the English teacher at the school to make sure the instrument has been valid.

2. Reliability

Frankel and Wallen state that reliability refers to consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.¹⁵ Besides having high validity, a good test should have reliability that high. To get the reliability of the test, the researcher used inter-rater reliability. Inter-rater reliability counts level of the reliability based on two series of scores that were gotten by two raters, they were English teacher and the researcher.

To estimate reliability of the test, this research used SPSS 16 (Statistical Package for Sosial Science) and Coben's Alpha formula to calculate the reliability of the test. The Alpha statistic is frequently used to test of inter-rater reliability.

The criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.60 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

¹⁵ Jack R. Fraenkel and Norman E. Wallen, *Op.Cit*, p. 154

Reliability coefficient 0.000 – 0.200 is very low.¹⁶

After calculating the data, the researcher found that Coben's Alpha of reliability in Pre-Test was 0.77 and reliability in Post-Test was 0.79. it can be concluded, the degree of the level of reliability of the students in pre-test and post-test was high. (See appendix 17)

J. Data Analysis

To analyze the data in this research, the researcher used parametric statistics.

1. Fulfillment of the Assumptions

In parametric statistics, there are two assumptions which should be fulfilled, they are normality and homogeneity test.

a. Normality Test

The normality test used to know whether the data in the experimental class and control classes are normally distributed or not.¹⁷ In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test were formulated as follows:

Ha : The data have normal distribution

Ho : The data do not have normal distribution.

¹⁶Suharsimi Arikunto, *Op.Cit*, p. 319

¹⁷Sugiyono, *Op. Cit*, p. 172

While the criteria of acceptance or rejection of hypotheses for normality test are as follow:

H_0 is accepted if $\text{Sig.} = 0.05$

H_a is accepted if $\text{Sig.} < 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous.

H_a = the variances of the data are not homogenous.

To knowing clearly the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if $\text{Sig.} = 0.05$

H_a is accepted if $\text{Sig.} < 0.05$

2.Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. Because of that appropriate in table of using statistic parameris and non-parametris to examine the hypothesis

by Sugiyono.¹⁸ In this case, the researcher used statistical computation by using *SPSS* (Statistical *Package* for Social Science) for hypothetical of test. The purpose of using SPSS in this case to practicality and efficiency in the study.

The hypotheses are :

Ha : There is a significant influence of using Hot Seat Game towards students' speaking ability at the eighth grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019.

Ho : There is no significant influence of using Hot Seat Game towards students' speaking ability at the eighth grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019.

While the criteria of acceptance or rejection of hypothesis are:

Ha is accepted if Sig. = 0.05

Ho is accepted if Sig. > 0.05

¹⁸Sugiyono, *Op. Cit*, p. 151

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of Pre-Test

The pre-test was done by the researcher to know students' speaking ability before gave the treatment. It can be seen by students' speaking score ability in experimental and control class.

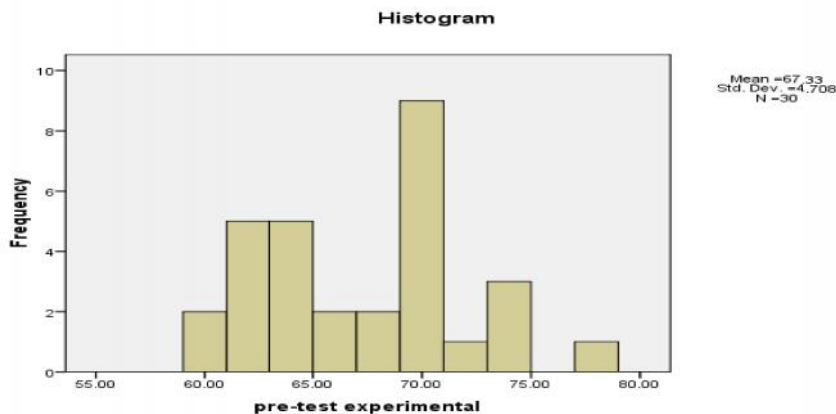


Figure 1
The Result of the Pre-Test in Experimental Class

Based on the figure 1, it could be seen that there were 2 students who get 60 score, 5 students who got 62 score, 5 students who got 64 score, 2 students who got 66 score, 2 students who got 68 score, 9 students who got 70 score, 1 student who got 72 score, 3 students who got 74 score, 1 student who got 78 score. The mean of pre-test in experimental class was 67.33, standard deviation was 4.708, N was 30, median was 68.88, mode was 70.00, variance was 22.161, minimum score was 60.00, and maximum score was 78.00.

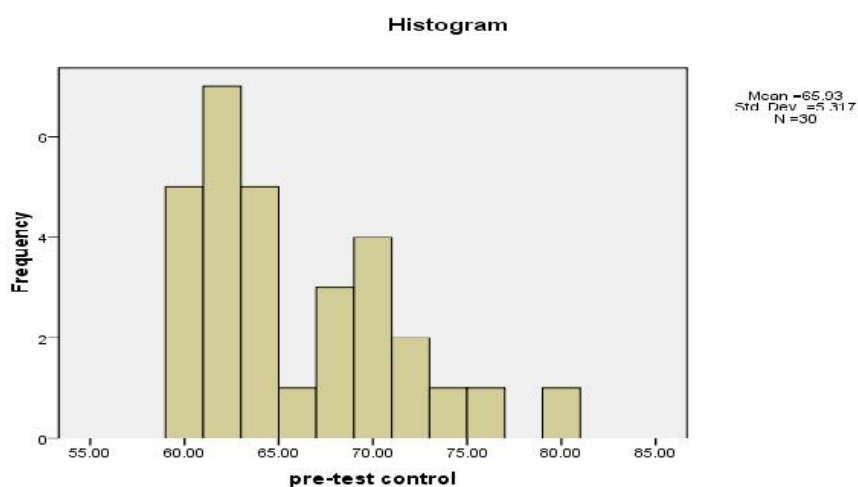


Figure 2
The Result of the Pre-test in Control Class

Based on Figure 2, it can be seen that there were 5 students got 60 score, 7 students got 62 score, 5 students got 65 score, 1 student got 66 score, 3 students got 68 score, 4 students got 70 score, 2 students got 72 score, 1 students got 74 score, 1 students got 76 score, 1 student got 80 score. The mean of pre-test in control class was 65.93, standard deviation was 5.31, median was 64, mode was 62, variance was 28.27, minimum score was 60, and maaximal score was 80.

The result showed that the mean score of pre-test between experimental class was 67.33 and mean score of control class was 65.93.

2. Result of Post-Test

The post-test was done by the researcher to know students' speaking ability after the treatment given. It can be seen from the post-test score of students' speaking ability in experimental and control class.

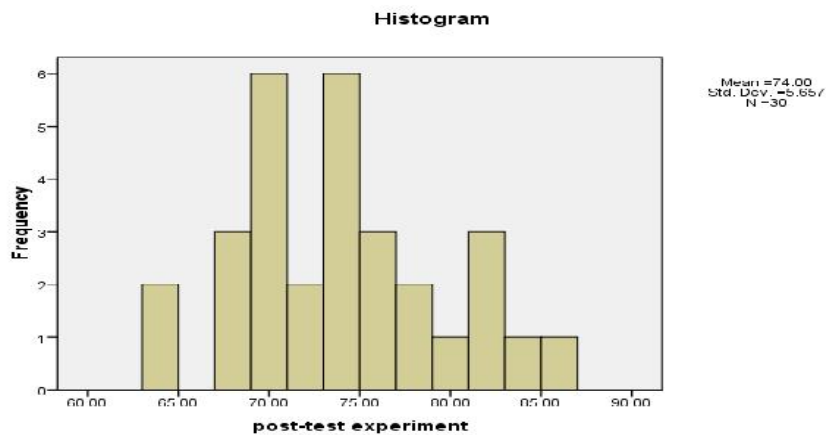


Figure 3
The Result of the Post-Test in Experimental Class

Based on the figure 3, it could be seen that there were 2 students got 64 score, 3 students got 68 score, 6 students got 70 score, 2 students got 72 score, 6 students got 74 score, 3 students got 76 score, 2 students got 78 score, 1 student got 80 score, 3 students got 82 score, 1 student got 84 score, 1 student got 86 score. The mean of post-test in experimental class was 74, standard deviation was 5.65, median was 74, mode was 70, variance was 32, minimum score was 64, and maximum score was 86.

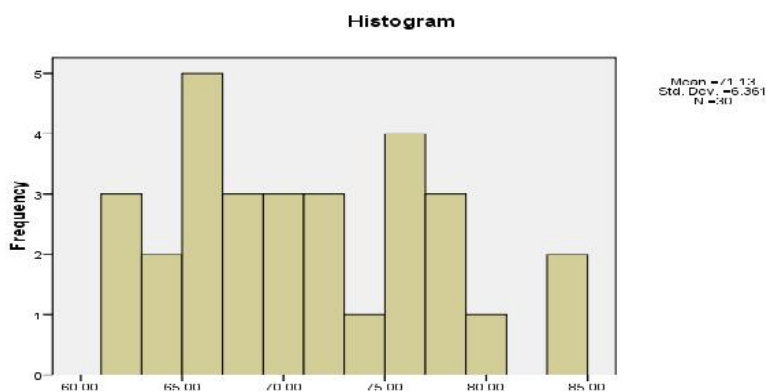


Figure 4
The Result of Post Test in Control Class

Based on the Figure 4, it could be seen that there was 3 students got 62 score, 2 students got 64 score, 5 students got 66 score, 3 students got 68 score, 3 students got 70 score, 3 students got 72 score, 1 students got 74 score, 4 students got 76 score, 3 students got 78 score, 1 student got 80 score, 2 students got 84 score. The mean of post-test in control class was 71.13, standard deviation was 6.31, median was 70, mode was 66, variance was 40.46, minimum score was 62, and maximal score was 84.

The result showed that the mean score of post-test between experimental class was 74 and mean score of control class was 71.13. it means that, teaching speaking by using hot seat game more effective and can increase students' speaking score.

B. Result of Data Analysis

After collect the data, the researcher analyzed data by using independent sample t-test. There were two assumptions that must be done by researcher before analyzed the data by using independent sample t-test.

1. Fulfillment of the Assumption

There were two assumptions that must be done and found it before the researcher analyzed the data. They were normality and homogeneity test.

a. Result of Normality

The normality test used to know whether the data in the experimental class and control classes are normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social*

Science) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test were formulated as follows:

H_a : The data have normal distribution

H_o : The data do not have normal distribution.

While the criteria of acceptance or rejection of hypotheses for normality test are as follow:

H_o is accepted if $Sig. = 0.05$

H_a is accepted if $Sig. < 0.05$

Table 4

The Result of Normality Test of the Experimental and Control Class

| VAR0001 | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------|----|---------------------------------|----|------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| score | Ex | .150 | 30 | .083 | .943 | 30 | .108 |
| | Co | .155 | 30 | .063 | .940 | 30 | .088 |

Based on Table above, it can be concluded that $P_{value}(Sig.)$ for experimental class was 0.083 for Kolmogorov-Smirnov and 0.108 for Shapiro-Wilk, $Sig.(P_{value})$ for the control class for Kolmogorov-Smirnov was 0.063 and 0.088 for Shapiro-Wilk. Because $Sig.(P_{value})$ of experimental and control class $= 0.05$, it means that H_o was accepted. The conclusion, data had normal distribution.

b. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation

by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous.

H_a = the variances of the data are not homogenous.

To knowing clearly the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if Sig. = 0.05

H_a is accepted if Sig. < 0.05

Table 5
The Result of Homogeneity Test

| Levene Statistic | df1 | df2 | Sig. |
|---------------------|-----|-----|------|
| .446 | 1 | 58 | .507 |

Based on the results obtained in the test, it could be seen that $Sig.(P_{value}) = 0.507 = 0.05$. It means that H_0 was accepted. The conclusion, the variance of the data was homogenous.

c. Result of Hypothetical Test

Based on the previous explanation before it, the normality and homogeneity test were satisfied. Therefore, the researcher used SPSS (*Statistical Package for the Social Science*) to test the hypothesis in which independent sample t-test.

The Hypothesis formulas are:

Ha: There is a significant influence of using Hot Seat Game towards students' speaking ability at the eighth grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019.

Ho: There is no significant influence of using Hot Seat Game towards students' speaking ability at the eighth grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019.

The criteria of acceptance or rejection of hypothesis for hypothetical test were:

Ha is accepted if Sig. = 0.05

Ho is accepted if Sig. > 0.05

Table 6
Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| score Equal variances assumed | .446 | .507 | 2.335 | 58 | .023 | 1.600 | .685 | .228 | 2.972 |
| Equal variances not assumed | | | 2.335 | 57.311 | .023 | 1.600 | .685 | .228 | 2.972 |

Based on the results obtained in the independent sample t-test in table above, the value of significant generated $Sig.(P_{value}) = 0.023 = 0.05$. It means that H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was significant influence of using Hot Seat Game towards students' speaking ability at the first semester of eight grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019.

C. Discussion

In this research, the researcher focused to develop students' speaking ability. In speaking, there are five components to be tested. They are pronunciation, vocabulary, fluency, comprehension, and grammar. After giving the treatments, the researcher found that an influence towards students' speaking ability. It caused by using Hot Seat Game as a technique to teaching speaking. During teaching speaking by using hot seat game, students worked in groups to guess the word based on the picture's description. During apply this game, the researcher asked the students to use English in their communication by asking and answering the picture's description.

But, there were a little problem during the implementation of this game. The students often forgot the vocabulary of the object and also they still use Indonesia language during this game unconsciously. So, sometime the students felt hesitant to speak the words.

In simply, when teaching learning process by using hot seat game the students more active. Based on the analysis of the data and the testing of hypothesis, the

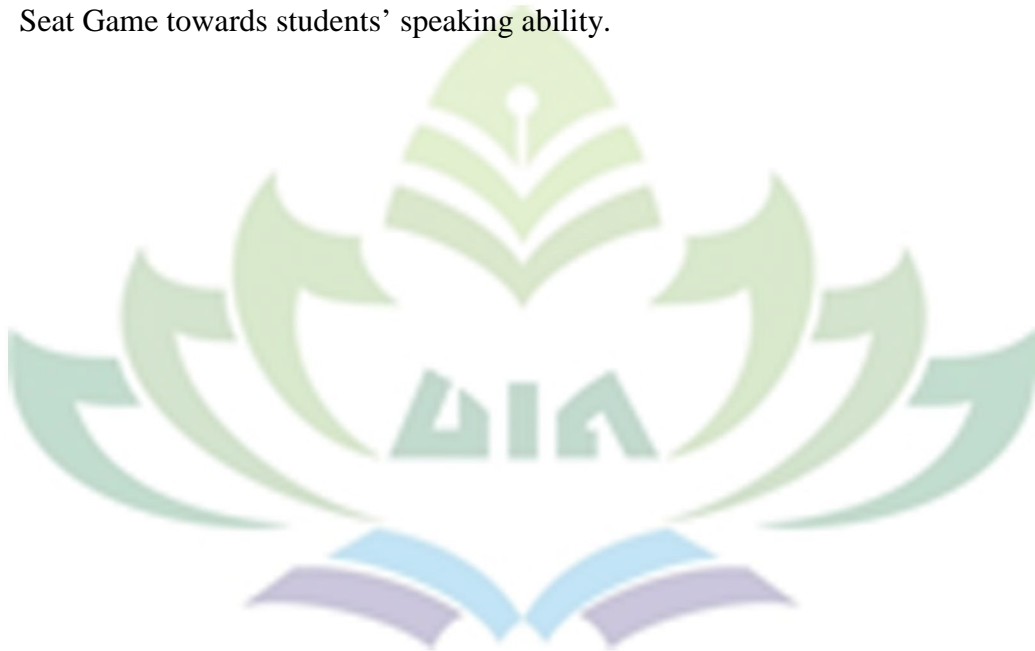
result of independent sample t-test H_a is accepted and H_0 is refused. It can be concluded that there was significant influence of using Hot Seat Game towards students' speaking ability at the first semester of eight grade of SMPN 20 Bandar Lampung in the academic year of 2018/2019. It will be better than using dialog memorization in teaching and learning speaking.

In addition, according to Langran and Purcel, games can be useful examination practice and make the atmosphere of the class more cooperative. By more practice, the students more confident to speak English in their communication. In fact, the students want to try speak English at the class although they was shy before. They was active when teaching learning process moreover in describing.

The result of this research, the researcher concluded that there was significant influence of using Hot Seat Game towards students speaking ability that focused on describing something. The result of the researcher in this reseacher was supported by previous research of Aprilia Nurul Utami that was done by her in which titled "The effectiveness of hot seat game for teaching vocabularyat eighth grade students of SMP Negeri 3 Purwokerto in academic year 2014/2015."She said that hot seat game can improve the students' score ability and improve the students' vocabulary well. Then, research by Anwar Harif Styawan that was done by him in which titles "The use of hot seat game to improve students' vocabulary mastery of the first grade of SMPN 2 Suruh 2010/2011". He said that the students felt more enthausiastic to follow the rules and improve students' score.

In simply, this research with both of the previous researcher have the same of result. It means that, the researcher found that there is any significant students' score influence after using hot seat game and before it happened.

Based on the explanation above, the researcher would like to said that Hot Seat Game is one of effective technique to improve students ability in speaking and also their score. It can be concluded that, there is signifiant influence of using Hot Seat Game towards students' speaking ability.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, presenting, analyzing the data and discussing the result, the researcher will draw a conclusion as follows: "There is a significant influence of using Hot Seat Game towards students speaking ability". Because by seeing the result of data calculation in previous chapter where null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that the researcher's assumption is true. Hot Seat Game can give a significant influence towards students' speaking ability. It was supported by the score achieved by the students in which they got higher scores after the researcher gave the treatment. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.023. It means lower than $\alpha = 0.05$ and it means that H_a is accepted and H_0 is rejected. It can be reveal from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestion

Based on the conclusion above, the researcher gave some suggestions as follow:

1. Suggestion to the English Teacher

After getting a result of the research, the researcher will give suggestion to the teacher to teaching speaking by using hot seat game. In this research, the researcher found that hot seat game can develop students' speaking ability and also their score. So, English teacher can help students to encrease their speaking

ability, especially in describing something by using one of effective techniques.

That is a game, namely hot seat game.

2. Suggestion to the Students

After getting result of the research, the researcher will give suggestion to the students who learn English as a subject. The students should more practice in speaking English to more confidence. They also should more active when teaching learning process.

3. Suggestion to the School

The researcher want to give a suggestion to school to more facilitate the teachers during teaching learning process to achieve the best result. It will be better to school can help the teacher to provide the media. In addition, the school can give the extra time for English lessons to the students. The students need extra time to practice their English ability, especially in speaking.

4. Suggestion to the Future Research

After getting a result of the research, the researcher will give suggestion to the another researcher to develop this research by new innovation such as using hot seat game to teach other material or etc. Hopefully, the researcher hopes this research will be a reference to the future.